**K-5 Math Lesson Plan**

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| **Teacher: Mayer, Gilmore** | | | **Grade: K** | | | **Date(s)**: Fall 2012 |
| **Unit Title: Unit 1 Count numbers 0-30** | | | | **Corresponding Unit Task: Unit 1, Task 3** | | |
| **Essential Question(s): What does a number represent?**  **How are numbers arranged?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: video on discoveryed.com, “Math Monsters-Counting and Symbolizing”, math vocabulary card “count”, Dr. Jean cd-Sing to Learn—“The Numeral Song”** | | **Student:**  **play-dough, laminated construction paper strips with printed numerals 0-10, student copy of laminated “dotted” numbers 0-10 to trace, expo marker for each student** | | | **count** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: K.CC.3** | | | | | |
| **I Can Statement(s): I can recognize numerals 0-10.**  **I can write/trace numerals 0-10.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teacher shows Math Monsters Counting and Symbolizing from Discoveryed.com | | | | | |
| **Teacher Directed: Teacher demonstrates how to correctly form the numerals 0-10 on the whiteboard while playing “The Numeral Song”. The students pretend to write the numerals on their partners’ back while listening to the song. Repeat, so every student gets to write.** | | | | | |
| **Guided Practice: Teacher shows the students how to use play-dough to form the numerals 0-10 on the number strips.** | | | | | |
| **Independent Practice: Students use play-dough to form the numerals on the laminated number strips.** | | | | | |
| **Closing/Summarizing Strategy: Students practice writing 0-10 on the laminated “dotted” numeral paper using an expo marker.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| \*Students will write numbers on whiteboards without the dots to trace  \*Increase target number | | | \*Students will trace numerals 0-5  \*Teacher models how to trace the numerals as many times as needed. | | | \*Students will trace numerals 0-5  \*Teacher models how to trace the numerals as many times as needed. |
| **Assessment(s): Teacher observations and written notes about student’s work.**  **Student work** | | | | | | |
| **Teacher Reflection:** (Next steps?)   * What went well? * Student understandings/misconceptions? * Review notes from teacher observations * What do I need to reteach/review tomorrow? * New ideas or changes for next time | | | | | | |